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ABSTRACT

This book reports on a three-part qualitative research study examining multiage classrooms from different perspectives. Part 1 of the book describes the activities of a K-3 multiage classroom, based on 40 days of observation and participation. The four chapters in this part offer a description of a typical day in the observed classroom; a brief overview of multiage practice in the school; a discussion of the elements of multiage teaching and learning; and a profile of the observed classroom's teacher. Part 2 of the book reports on the writing project portion of the research study. The chapters in this part include a discussion of the writers and the project; a description of 11 characteristics of multiage teaching and learning; and teaching stories of four primary level multiage classroom teachers from different schools. Part 3 uses the writings of Lev Vygotsky to obtain another perspective on multiage classrooms. These chapters bring together the findings of the first two parts of the study, along with concluding remarks on multiage practice and answers to frequently asked questions about multiage teaching and learning. A list of 33 resources on multiage practice is included. (TJQ)

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